

# The Data Tell the Story

## Are We Fulfilling the Promise of Our Children?

**April 2, 2011**

Presentation to the  
Families Improving Education Initiative Learning Institute

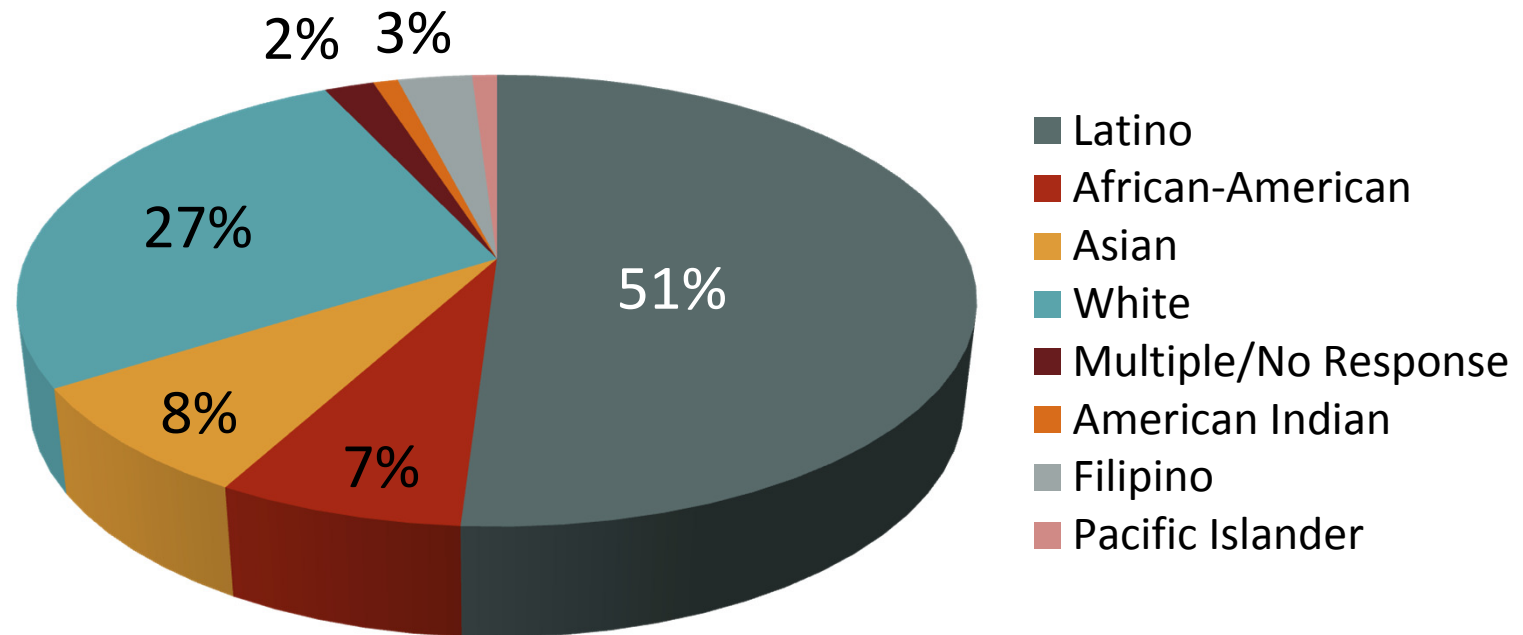
**Dr. Arun Ramanathan, Education Trust—West**



The Education Trust—West

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# K-12 Enrollment in California, 2009-10



- 6.25 million students served\*
- 54% Economically disadvantaged

- 1.3 million English learners\* - More English learners than the entire student populations of 39 states

# Demographics Shifts in Central Valley and Inland Empire: 2000 vs. 2010

- California's total population grew by 10%
  - Latino population grew by 28%
- Tremendous population growth in counties in Central Valley and Inland Empire, fueled in large part by increases in Latino population.

## Inland Empire

### • **Riverside County**

- Overall population growth: 27%
- Latino: + 78%
- Asian: + 128%
- African-American: + 42%

- Latinos make up a larger share of the **San Bernardino County** population (49.2%) than Los Angeles County (47.7%)

## Central Valley

### • **Kern County:**

- Overall population growth: 27%
- Latino: +63%
- Asian: +56%
- African-American: +20%

### • **San Joaquin County:**

- Overall population growth: 22%
- Latino: +55%
- Asian: +52%
- African-American: +34%

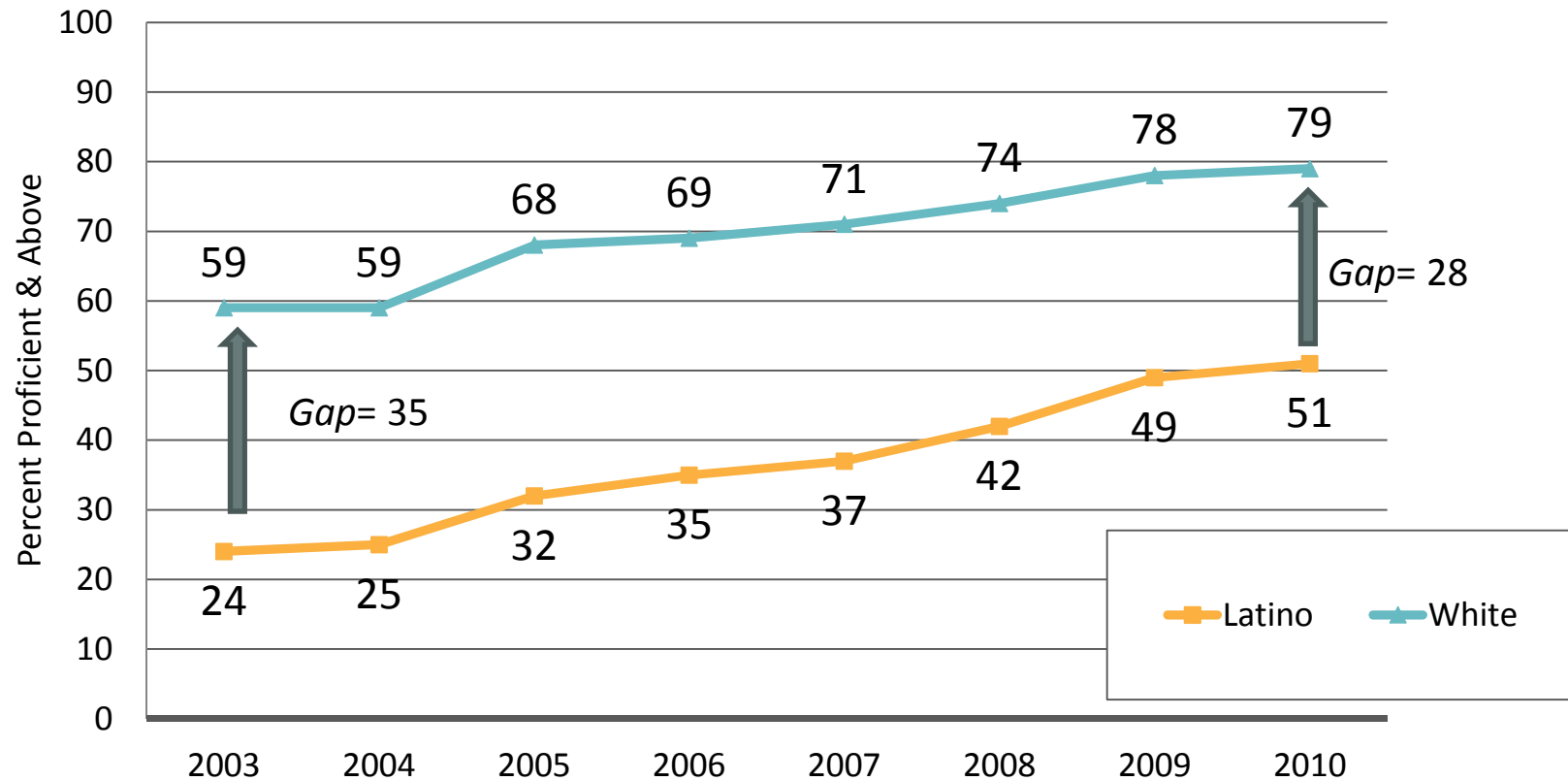
Source: Mapping the 2010 U.S. Census Data, *New York Times*.



# K-12 EDUCATION PIPELINE

How well does our K-12 college and career pipeline work for students of color in California?

# CST 4<sup>th</sup> Grade English-Language Arts, Latino-White Achievement Gap

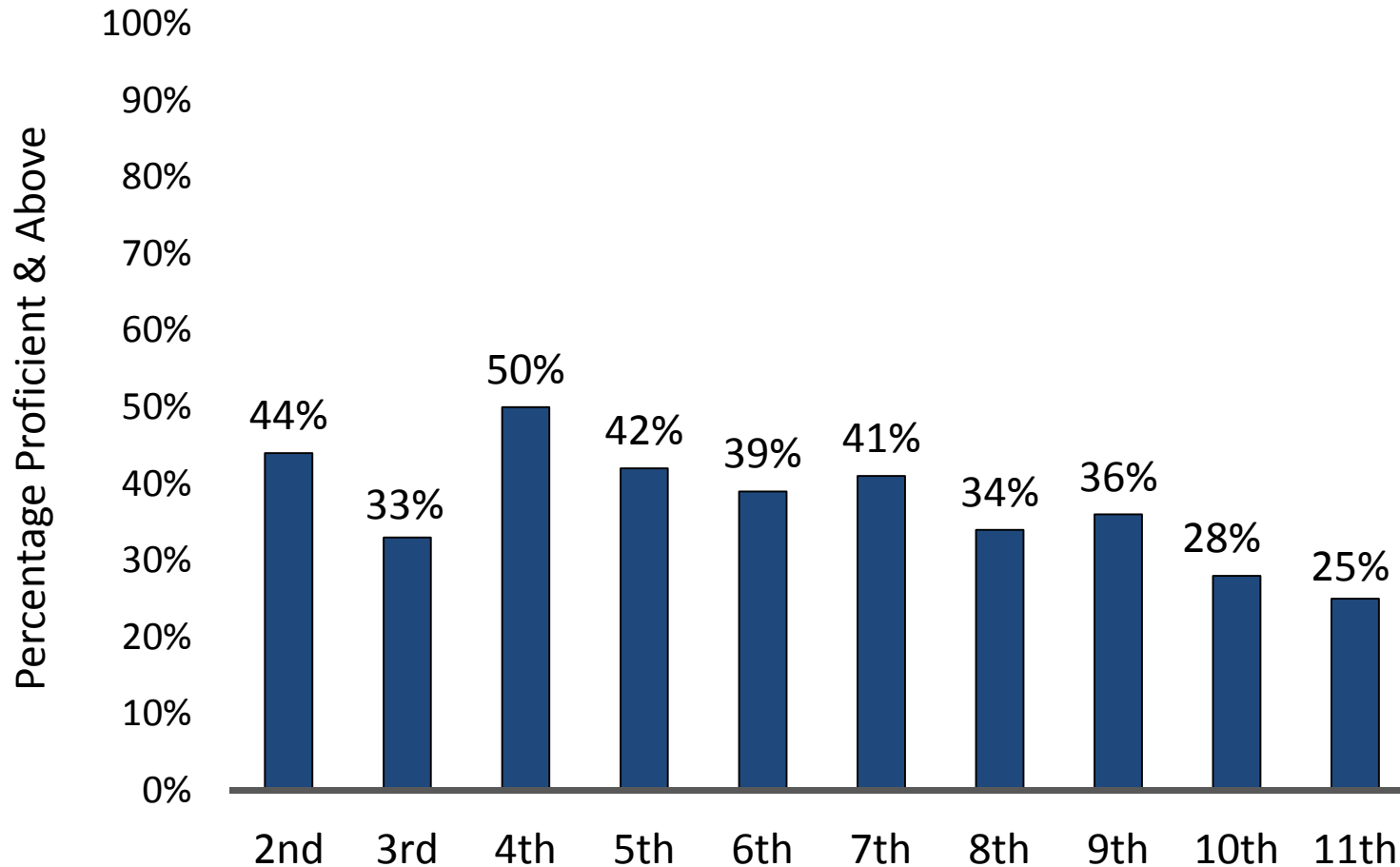


Source:

Source: California Department of Education, 2010

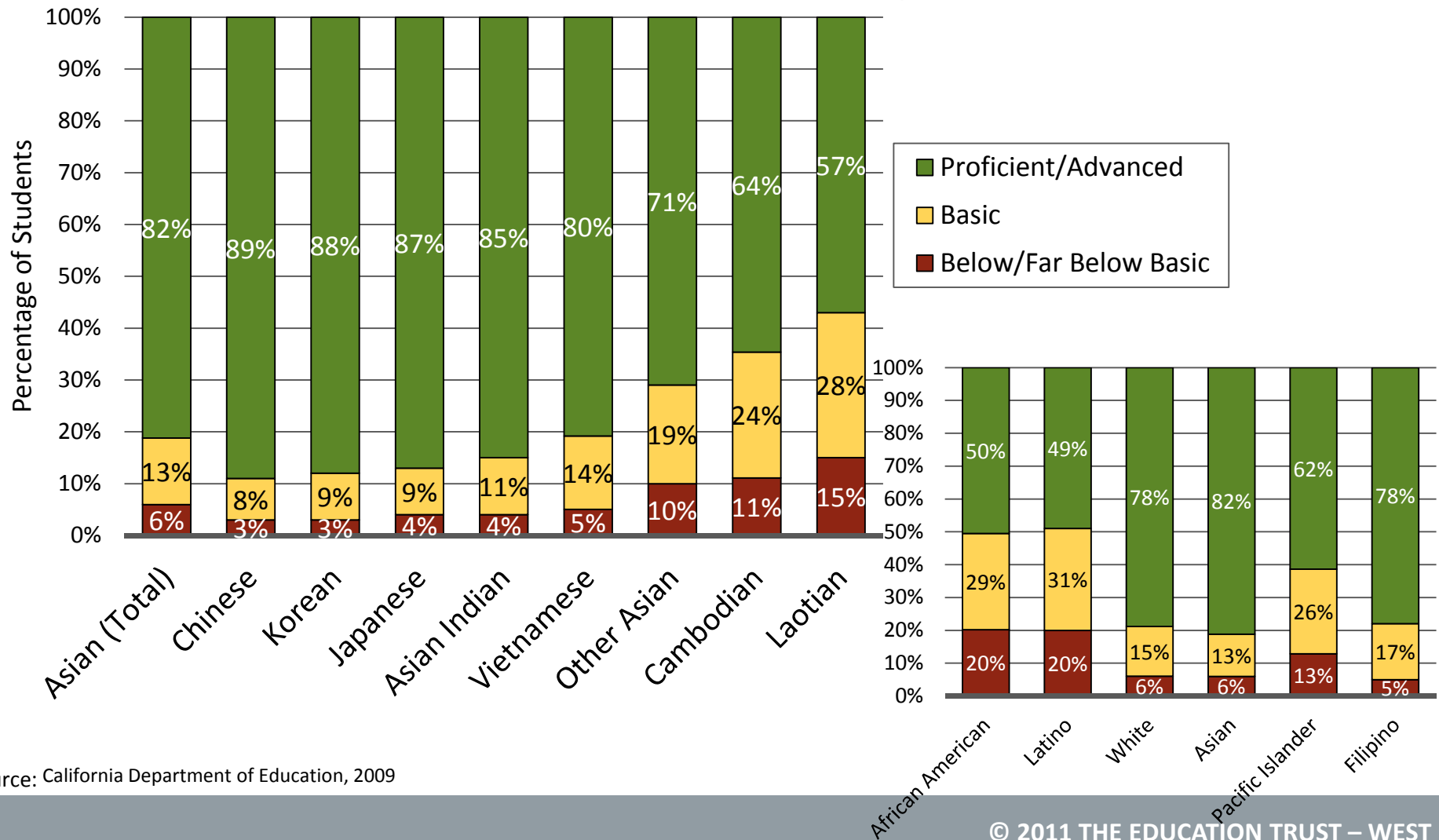
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# African-American ELA Proficiency, by Grade, 2009



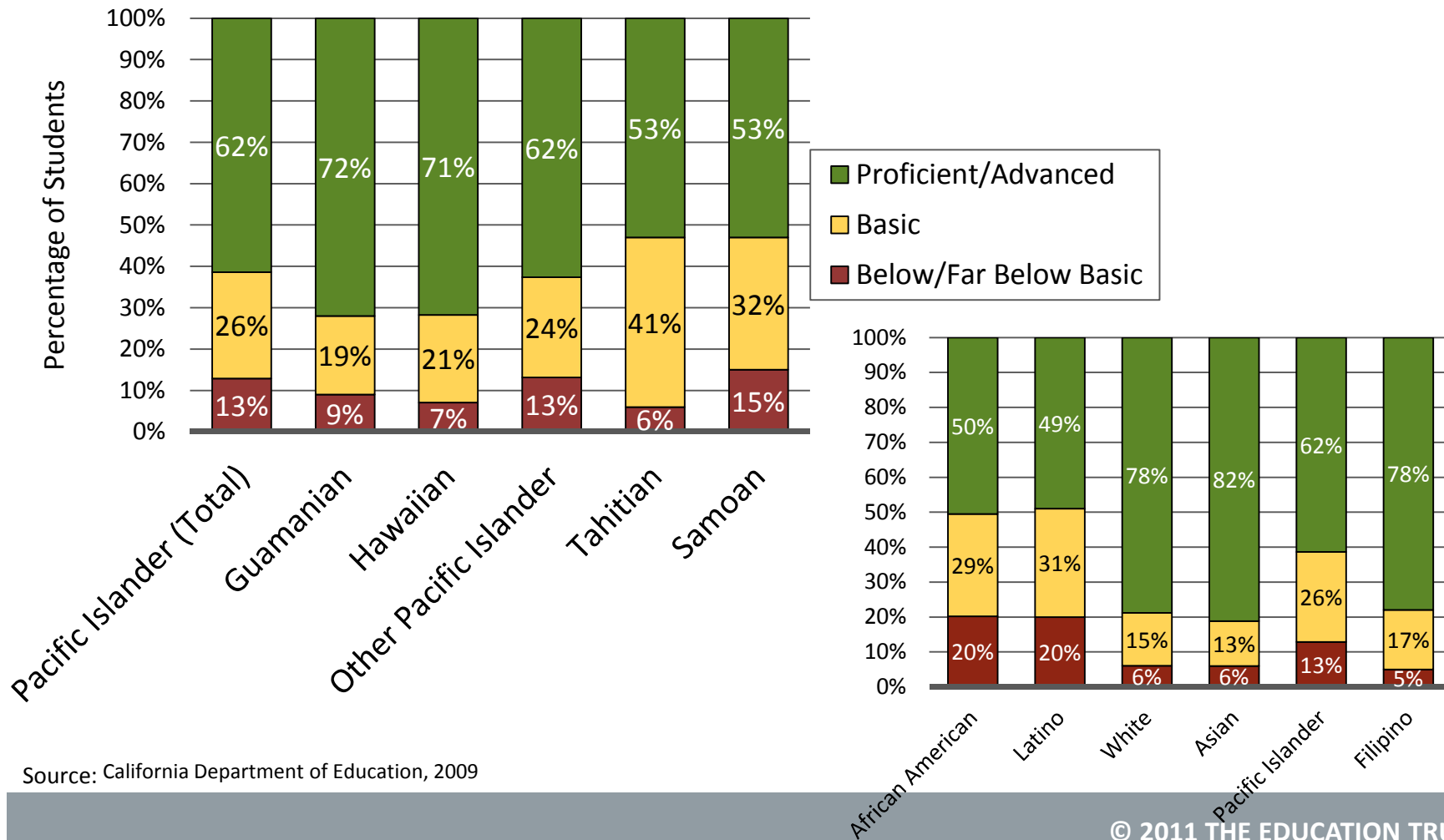
Source: California Department of Education, 2009

# CST 4<sup>th</sup> Grade English-Language Arts Proficiency, by Asian Subgroup (2009)



Source: California Department of Education, 2009

# CST 4<sup>th</sup> Grade English-Language Arts Proficiency, by Pacific Islander Subgroup (2009)



Source: California Department of Education, 2009

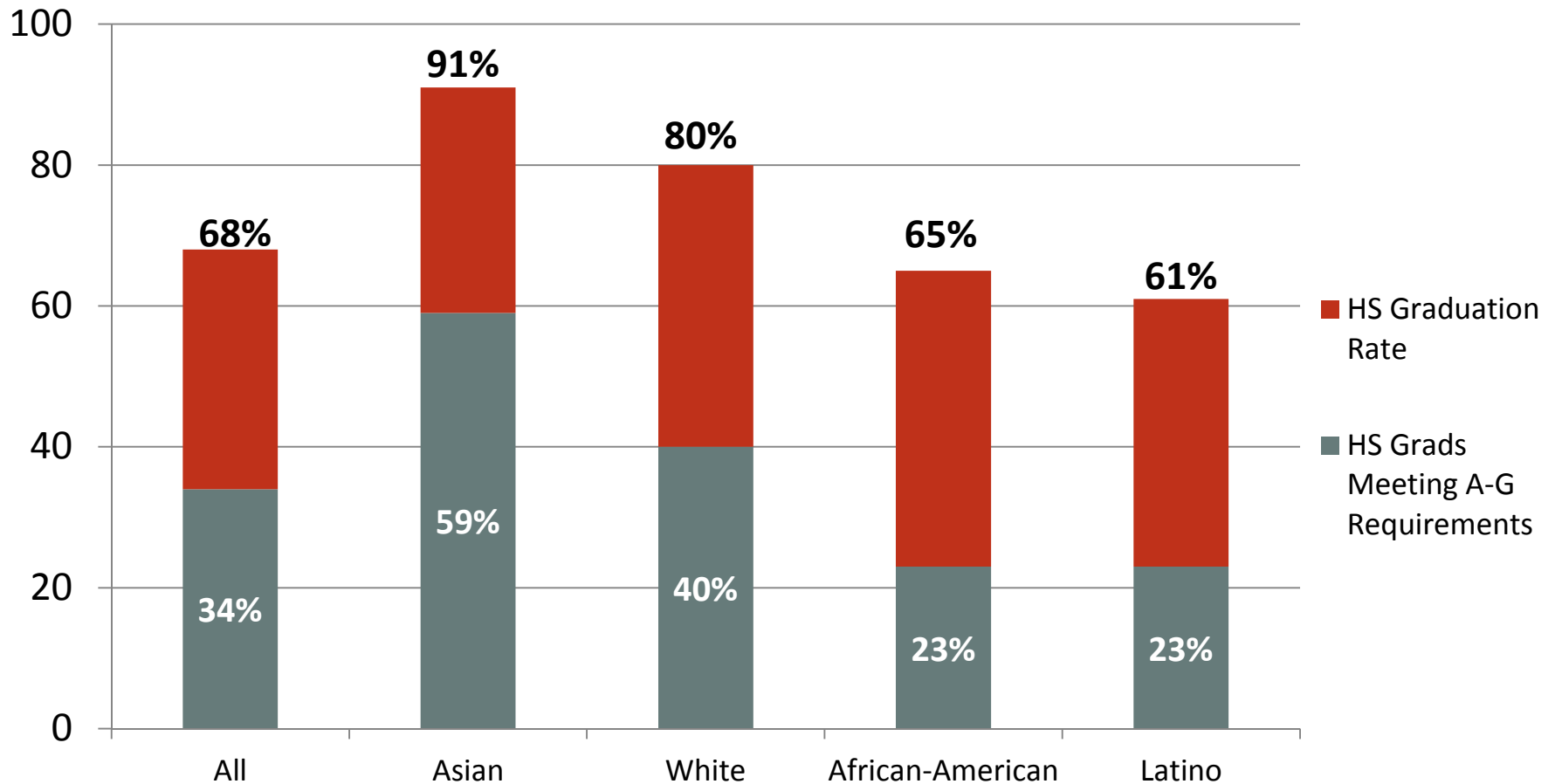




# COLLEGE READINESS

What do we know about how well  
California's African-American and Latino  
high school students are prepared for  
higher education?

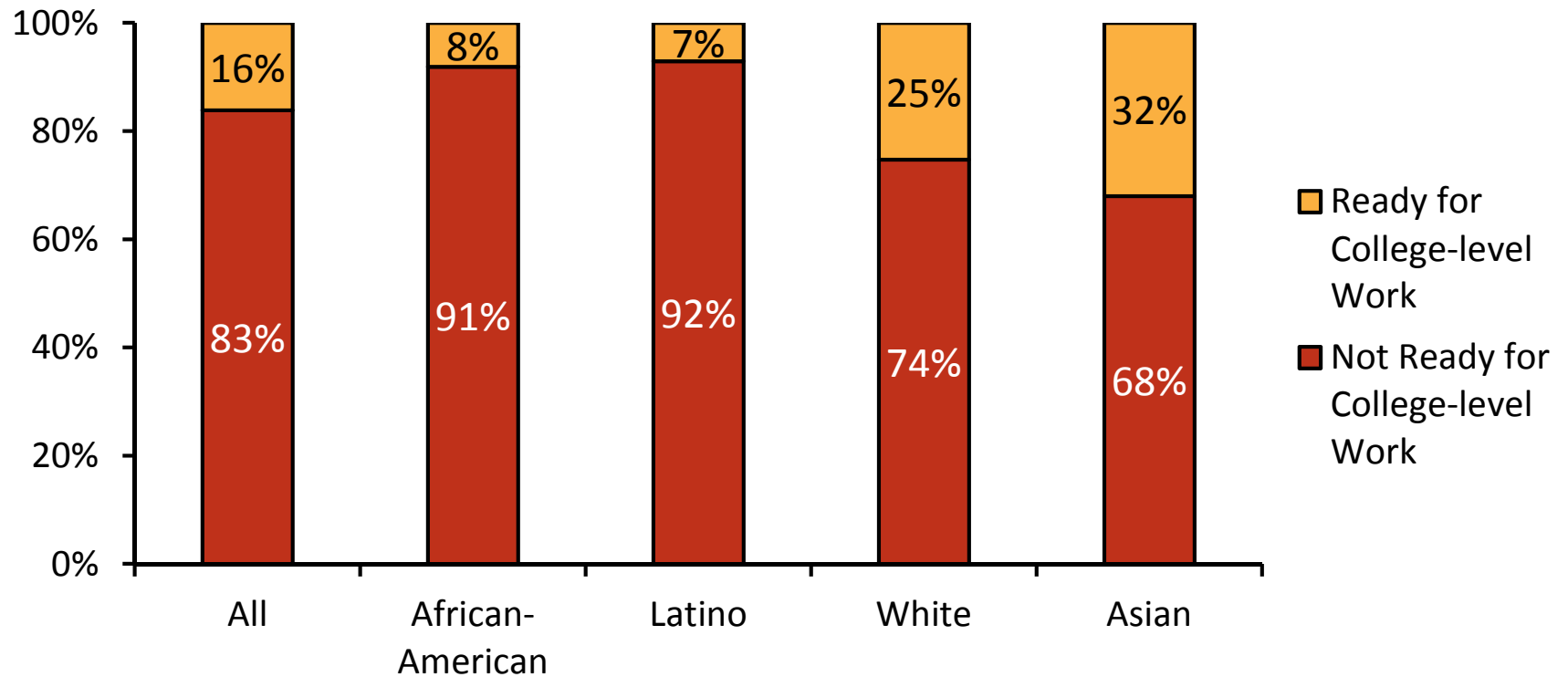
# High School Graduates and A-G Graduation Rates by Race/Ethnicity, 2007-08



Source:

Source: California Department of Education, 2009; Graduation rates calculated using Averaged Freshman Graduation Rate (AFGR; Raising the Roof data tool)

# California Early Assessment Program (EAP) English Results by Ethnicity, 2009



*Note: Overall, 82% of California 11<sup>th</sup> graders participated in the 2009 EAP.*

Source: California State University, Early Assessment Program data, 2009



# COLLEGE ACCESS AND SUCCESS

African-American and Latino Access and  
Success Rates in Higher Education

# Eye of the Needle: African-American Students

- In 2008, **17%** of African-American public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.
- African-American students represent a scant **3%** of UC undergraduate enrollment and **6%** of CSU undergraduate enrollment, despite the fact that African Americans represent **8%** of the California population between the ages of 18 and 24.
- College admission is no guarantee of success. Six-year graduation rates for African-American first-time freshman are low, ranging from **29-33%** percent in the CSU system and **70-73%** in the UC system (depending on the source).

# Eye of the Needle

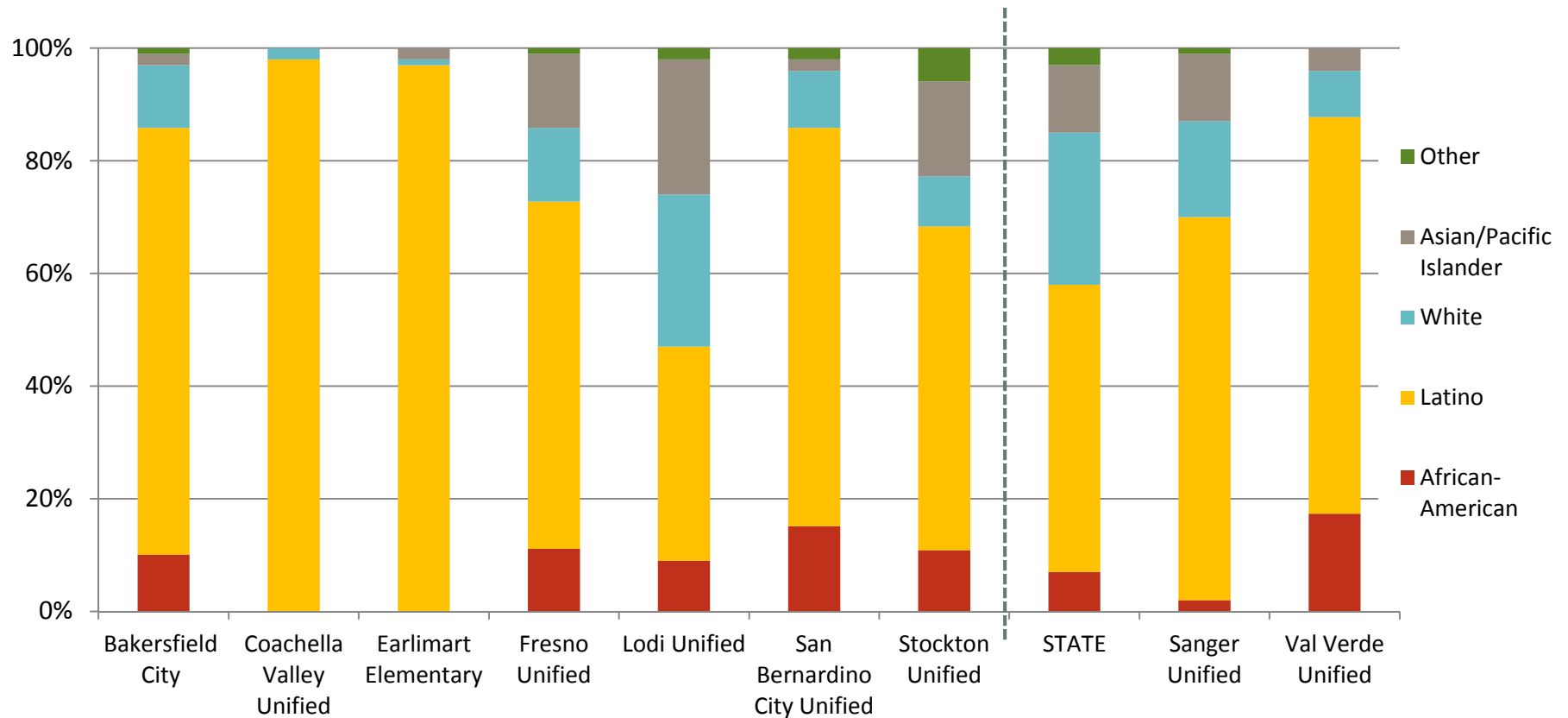
## Latino Students

- In 2008, **14%** of Latino public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.
  - The more than 43,000 Latino dropouts significantly outnumbered the 32,000 who were eligible to apply to a UC/CSU.
- Latino students represent only **16%** of UC undergraduate enrollment and **25%** of CSU undergraduate enrollment, despite the fact that Latinos represent **45%** percent of the California population between the ages of 18 and 24.
- College admission is no guarantee of success. Six-year graduation rates for Latino first-time freshman range from **41%** in the CSU system to in the **72%** in the UC system.



# Down to the Local Level

# Demographics of Districts



<b>%EL</b>	27%	58%	77%	24%	27%	32%	27%	22%	21%	25%
<b>%FRPM</b>	89%	56%	94%	90%	61%	85%	83%	54%	78%	76%

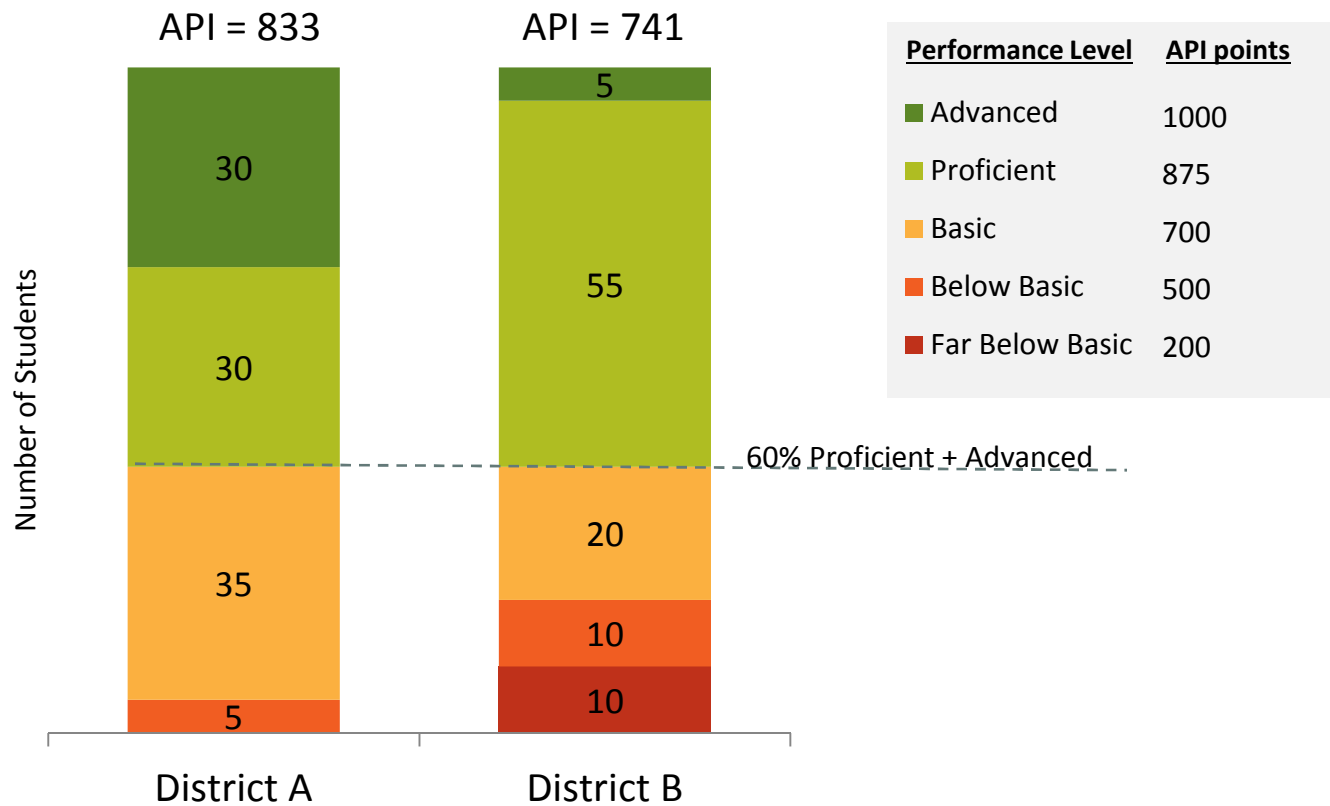
Source: California Department of Education, 2011.



# Why Use the Academic Performance Index (**API**) to Understand School/District Performance

- **API** is a single number on a scale of 200-1000, with 800 being the target
  - Indicates how well districts, schools, and student subgroups performed on standardized tests
- **API** is calculated using scores from CSTs in math, English, science, social science, and CAHSEE

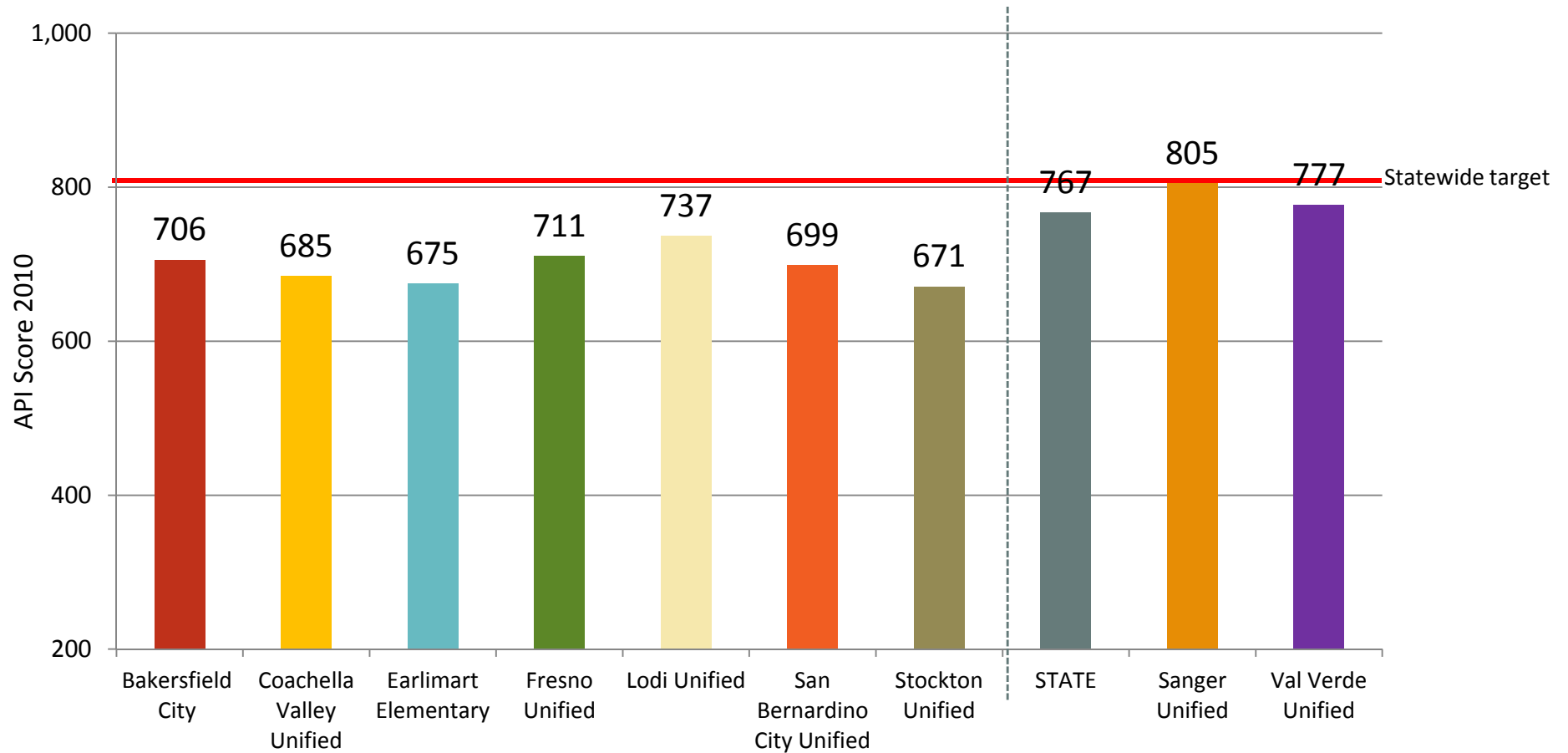
# Two districts with very different API scores but the same hypothetical proficient and advanced rate on a California Standards Test exam





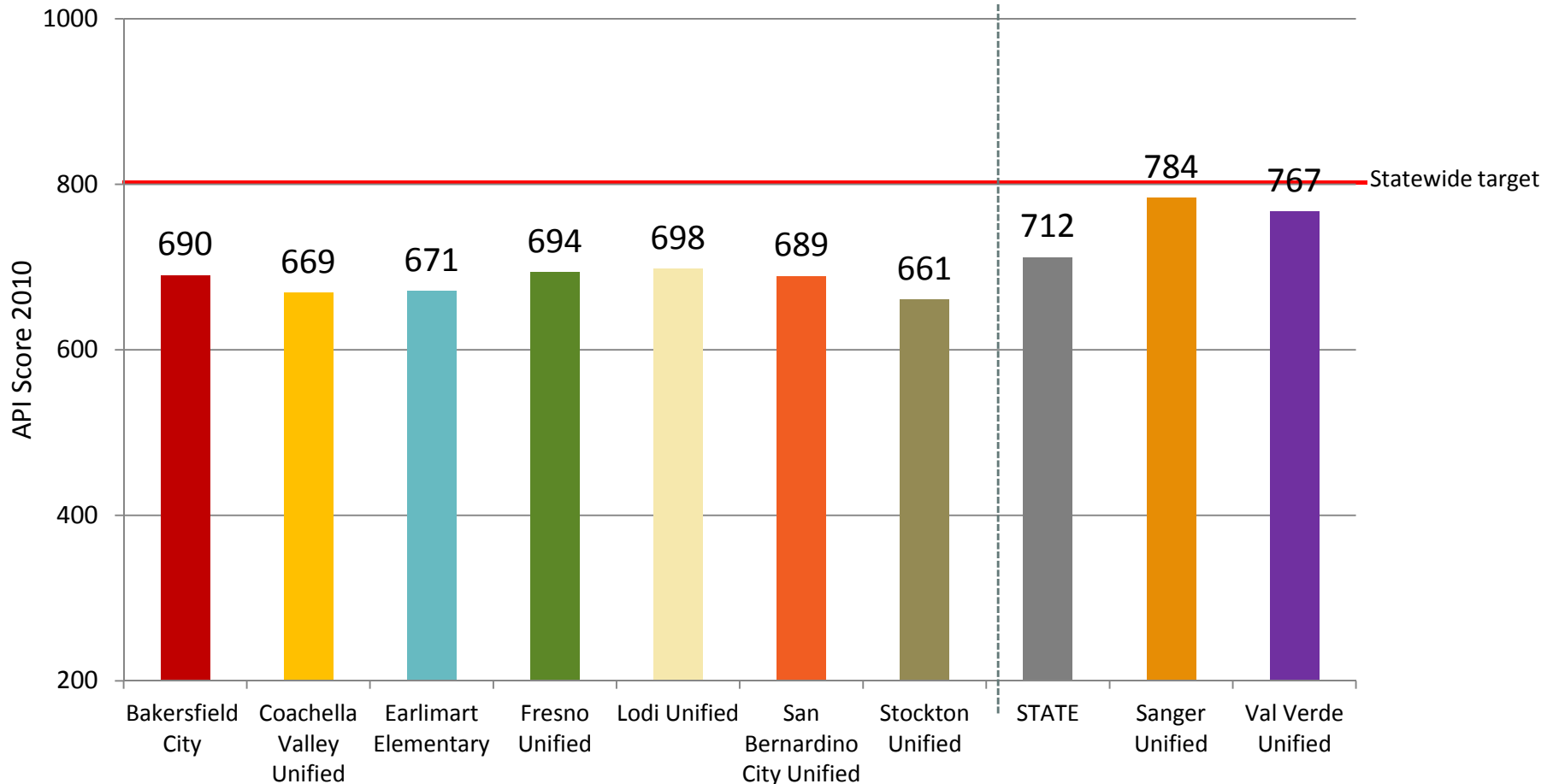
# API: Overall Performance

# How do students perform, *overall*?



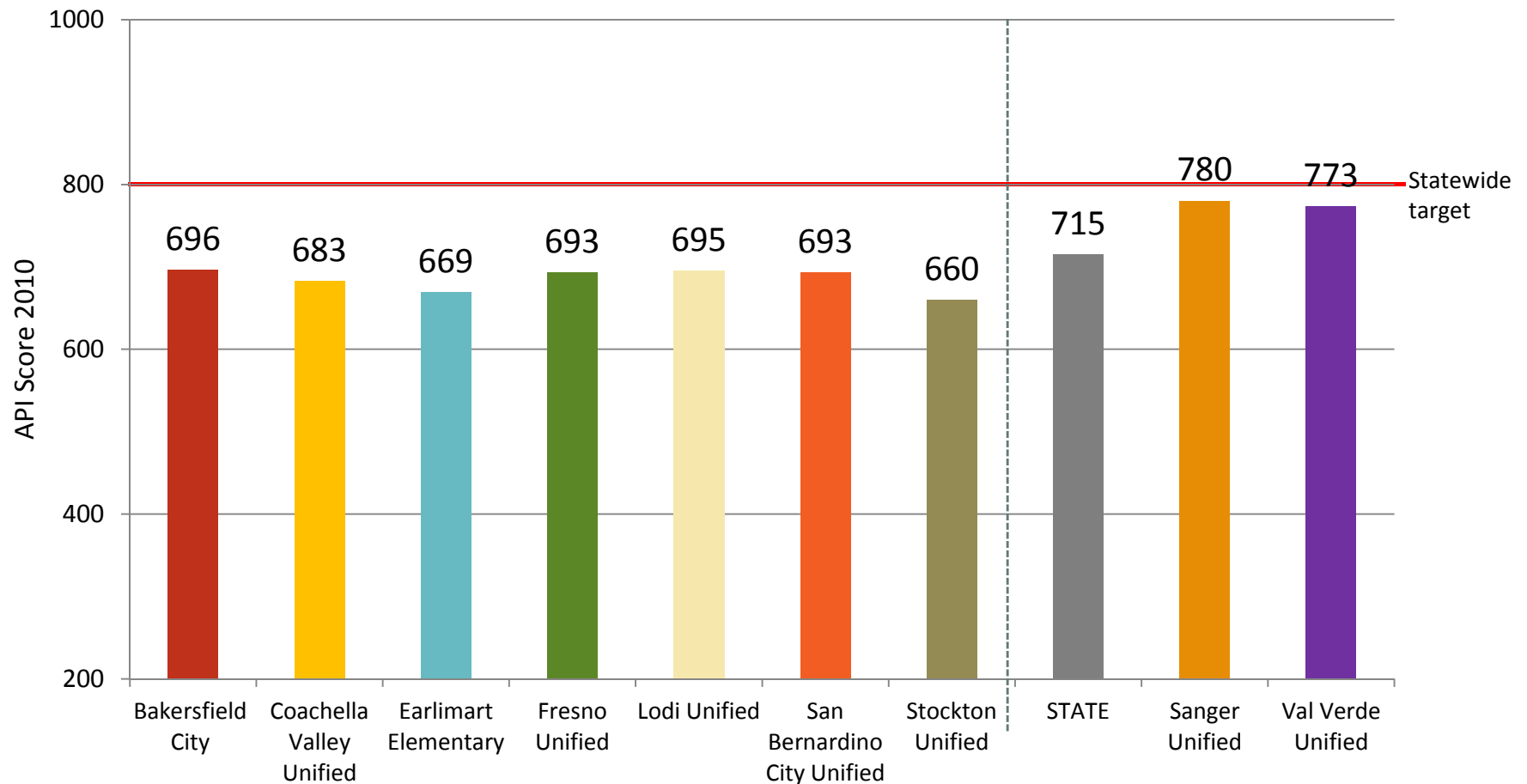
Source: California Department of Education, 2011.

# How do *low-income students* perform?



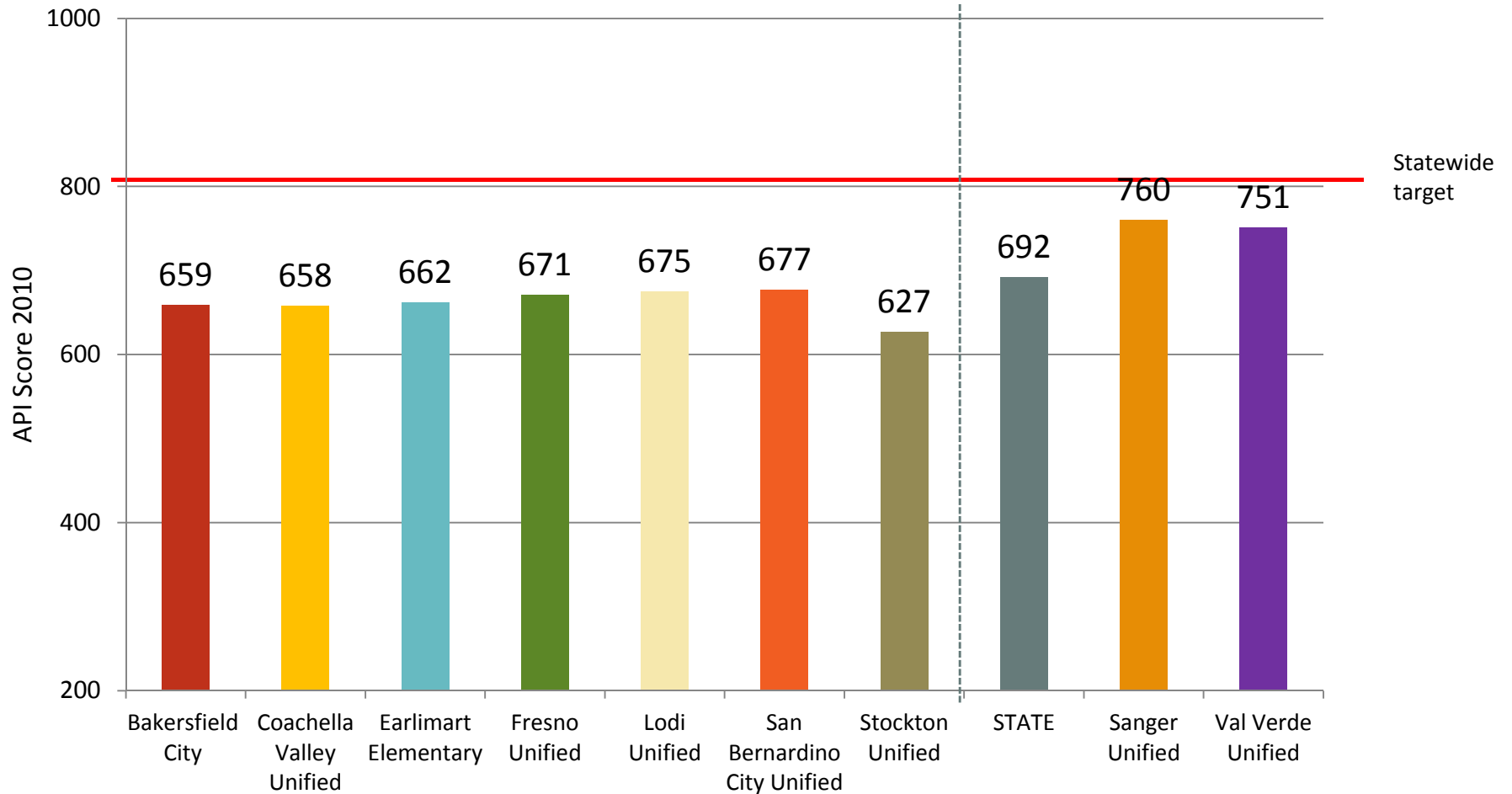
Source: California Department of Education, 2011.

# How do *Latino* students perform?



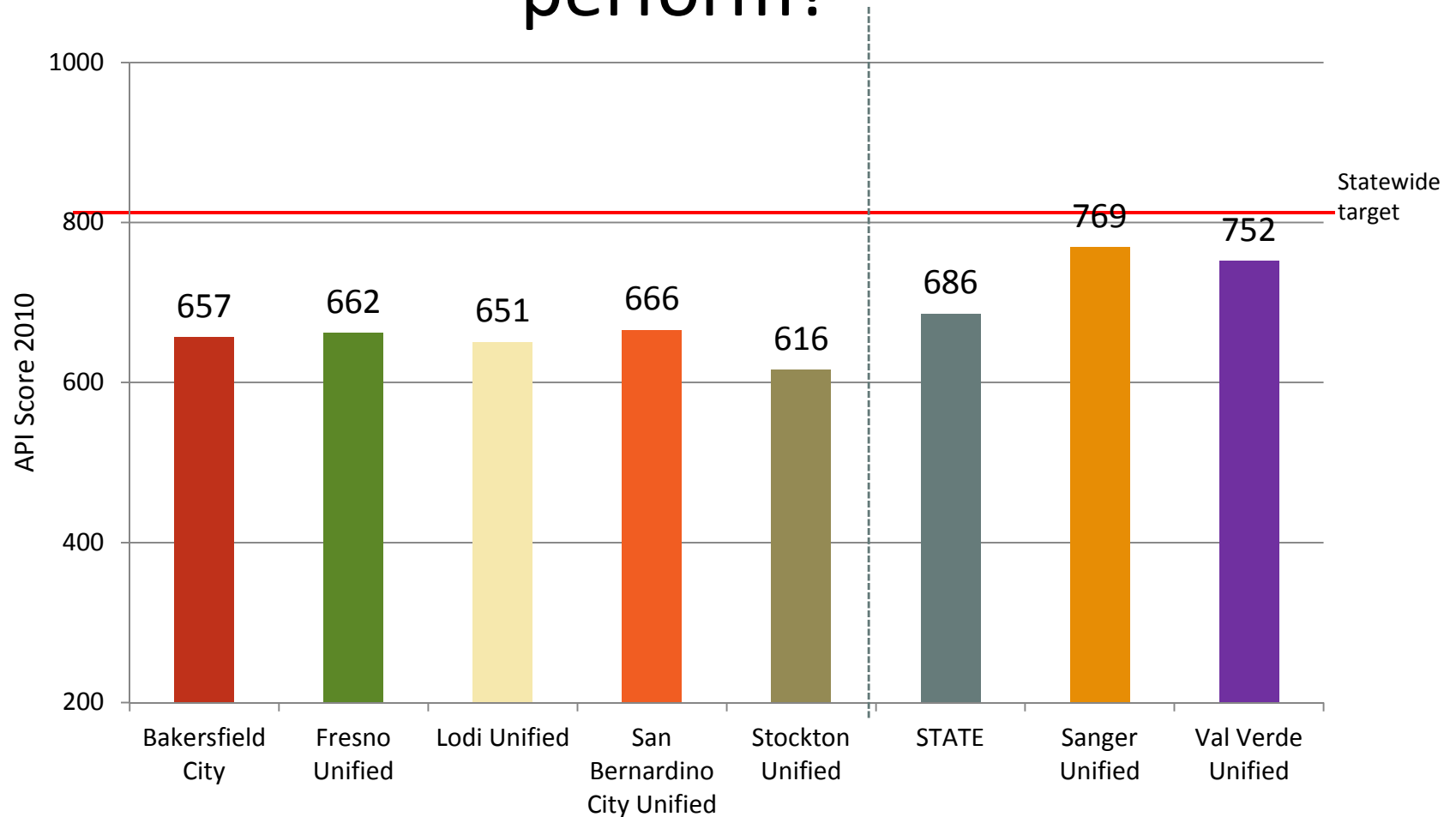
Source: California Department of Education, 2011.

# How do *English Learner* students perform?



Source: California Department of Education, 2011.

# How do *African-American* students perform?



Source: California Department of Education, 2011.

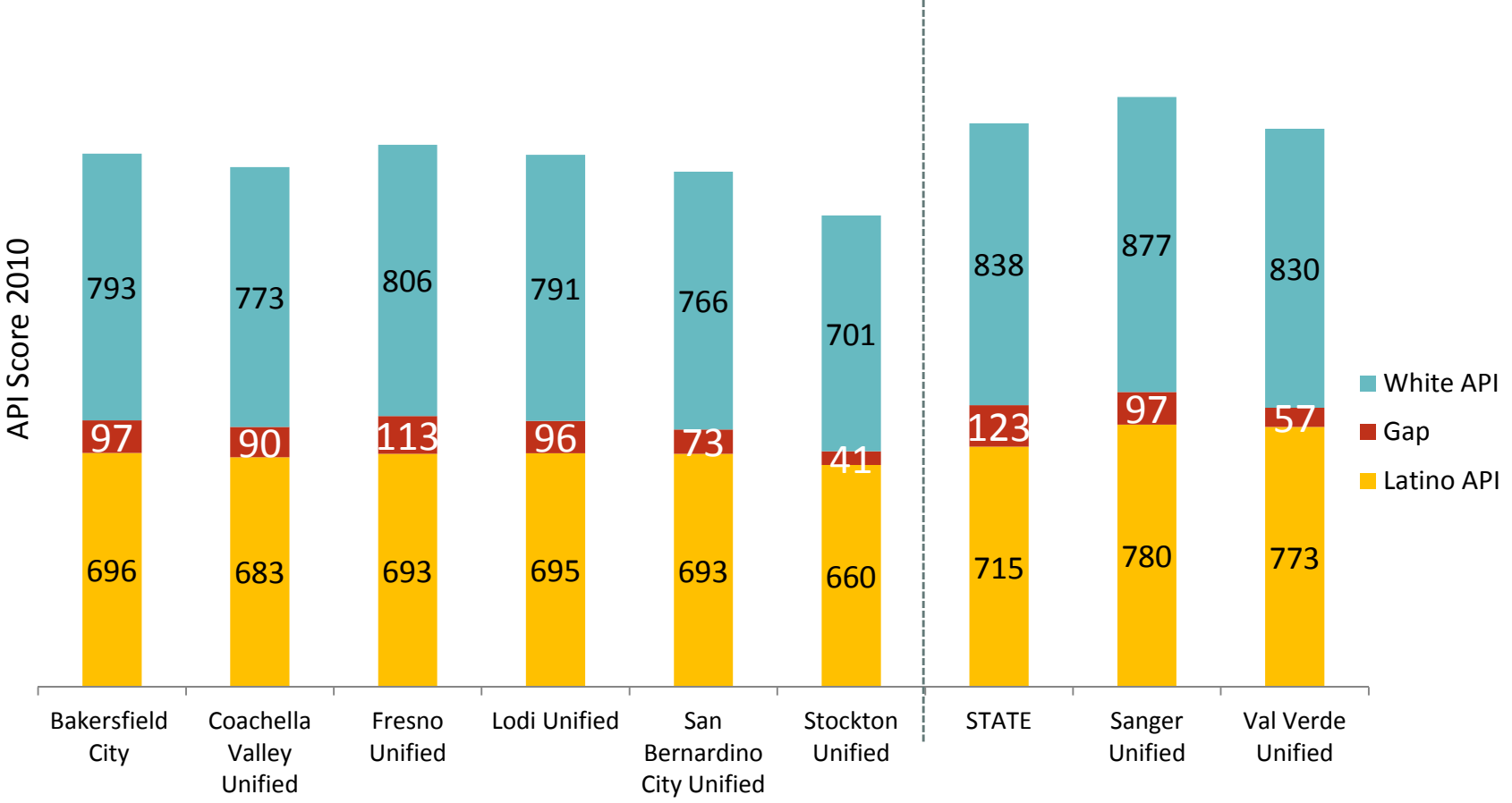
Note: Coachella Valley Unified and Earlimart Elementary do not have significant subgroups of African-American students, and therefore do not receive API scores for these students.





# API: Gaps

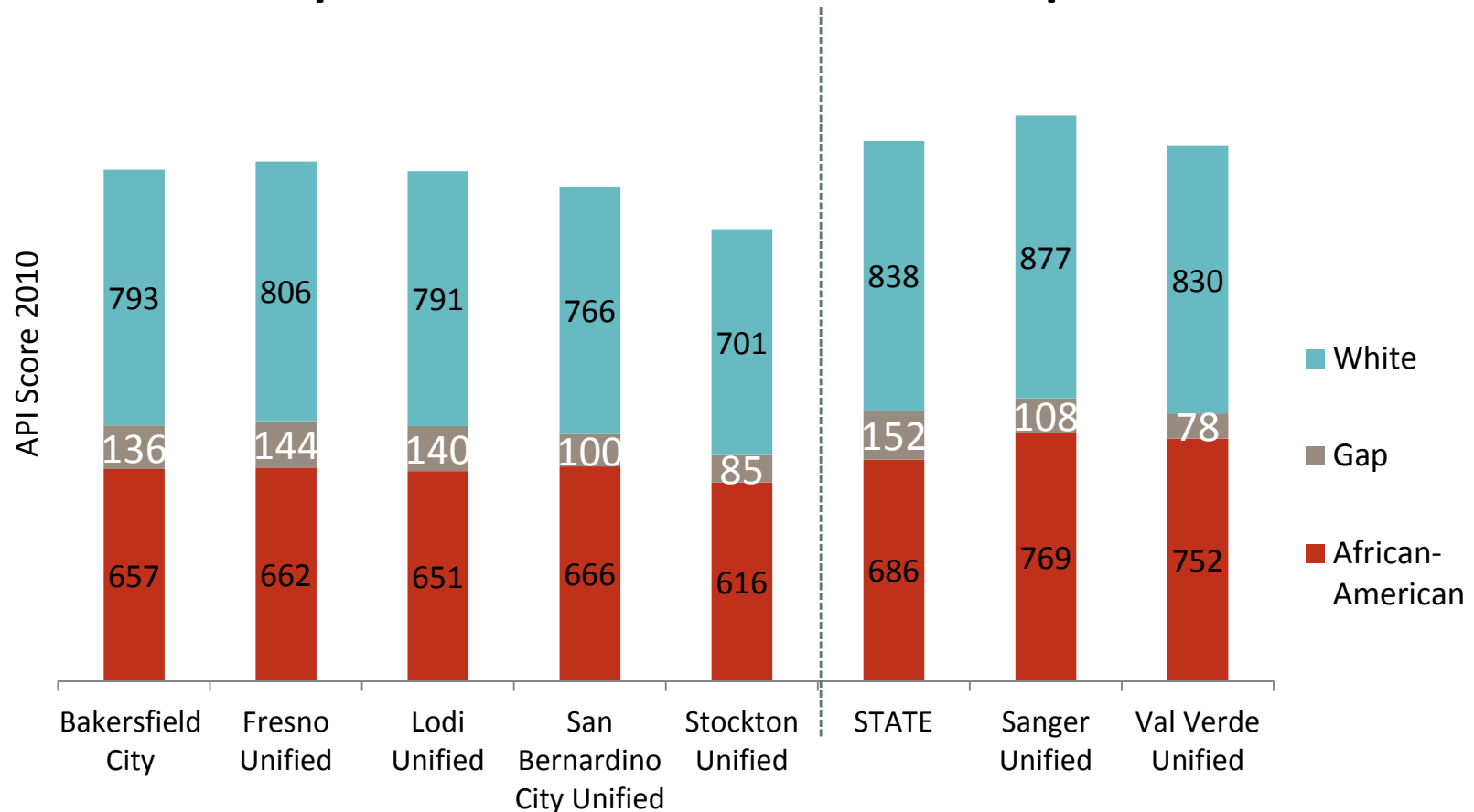
# How do Latino students fare compared to their white peers?



Source: California Department of Education, 2011.

Note: Because Earlimart Elementary District does not have a significant subgroup of white students, they do not receive a white API.

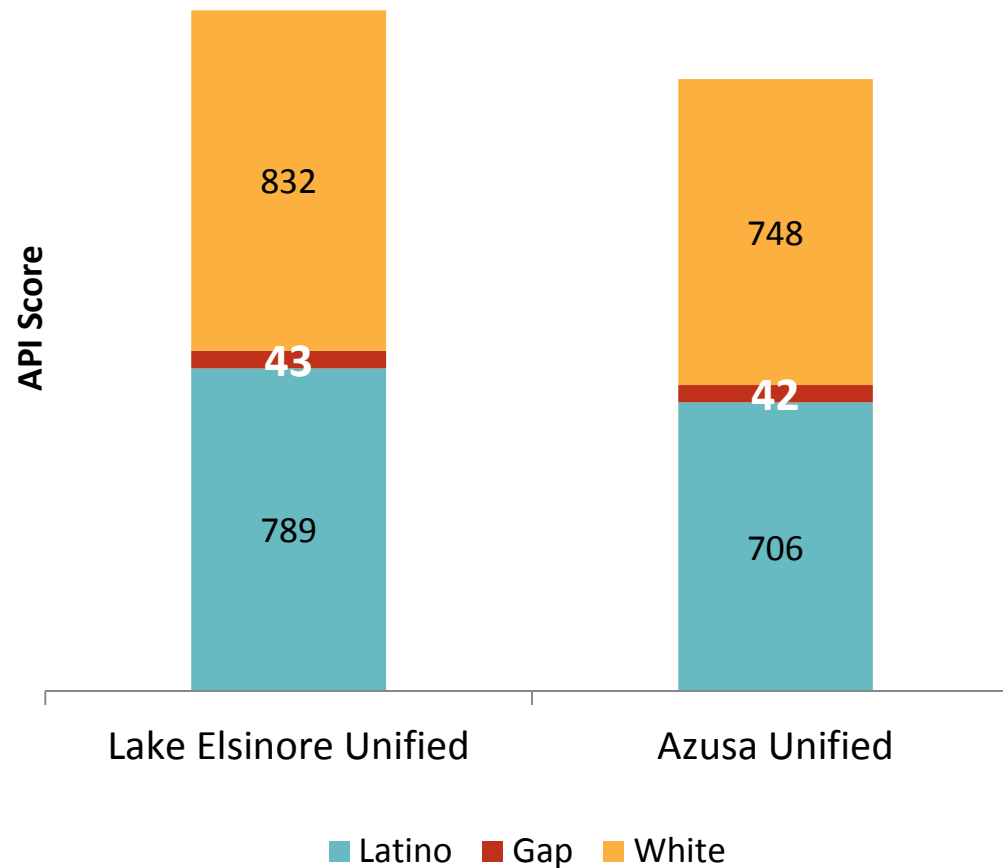
# How do African-American students fare compared to their white peers?



Source: California Department of Education, 2011.

Note: Because Earlimart Elementary District does not have a significant subgroup of white students, they do not receive a white API. Coachella Valley Unified does not have an African-American API.

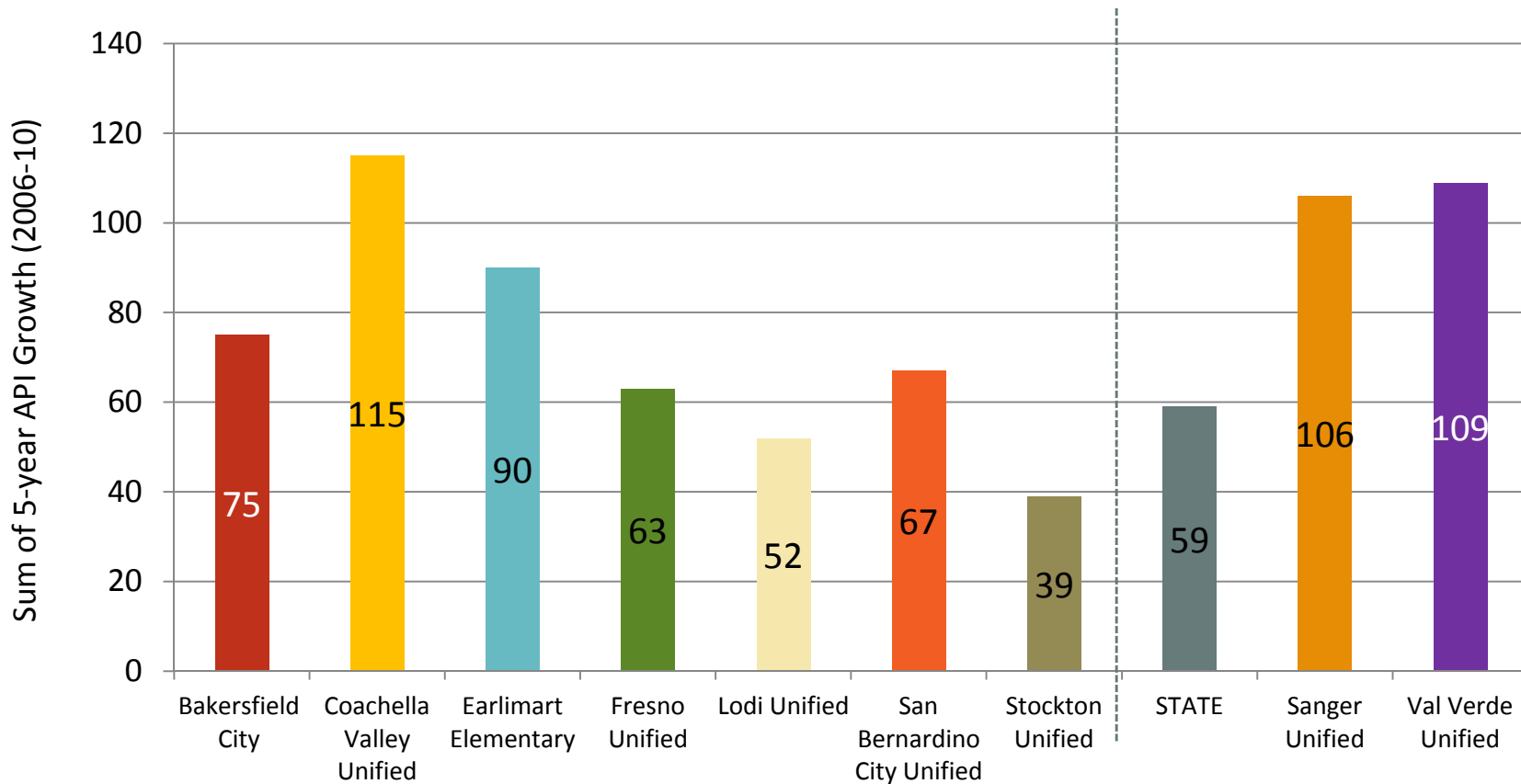
# A Tale of Two Districts: Similar Gap Sizes, Different Performance Levels





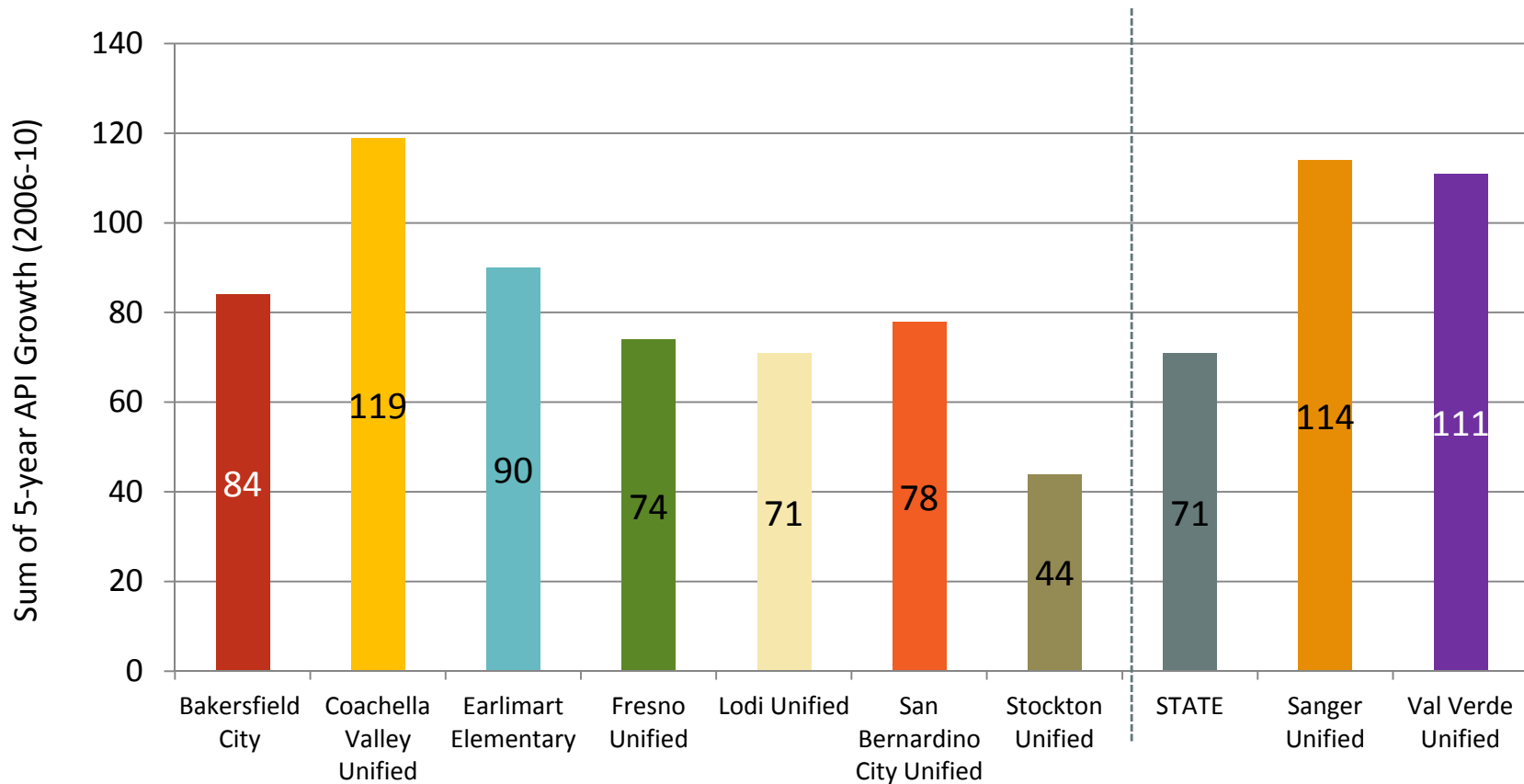
# API: Improvement

# How much have students' overall performance levels improved over the last five years?



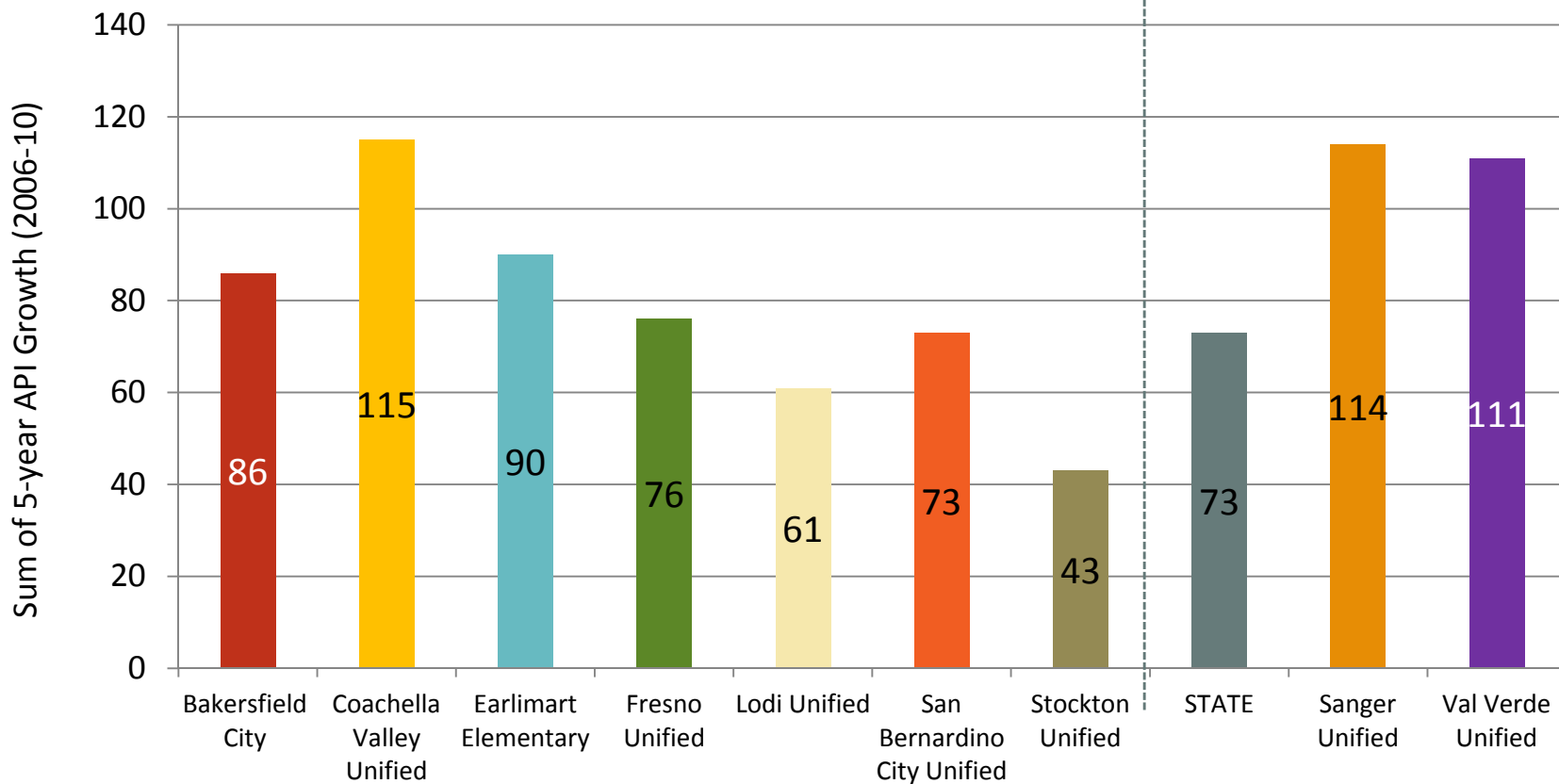
Source: California Department of Education, 2011.

# How much have *low-income* students' performance levels improved over the last five years?



Source: California Department of Education, 2011.

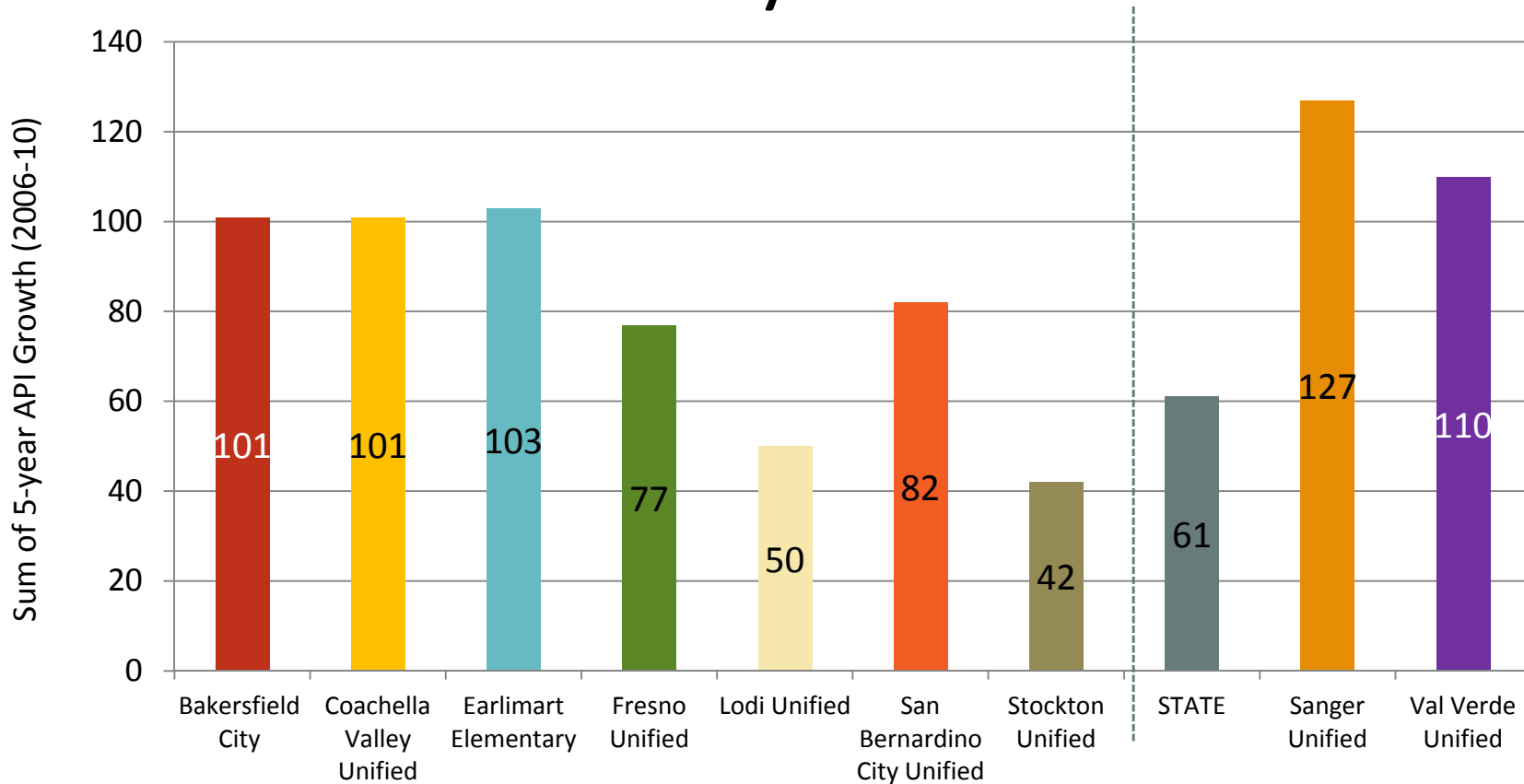
# How much have *Latino* students' performance levels improved over the last five years?



Source: California Department of Education, 2011.

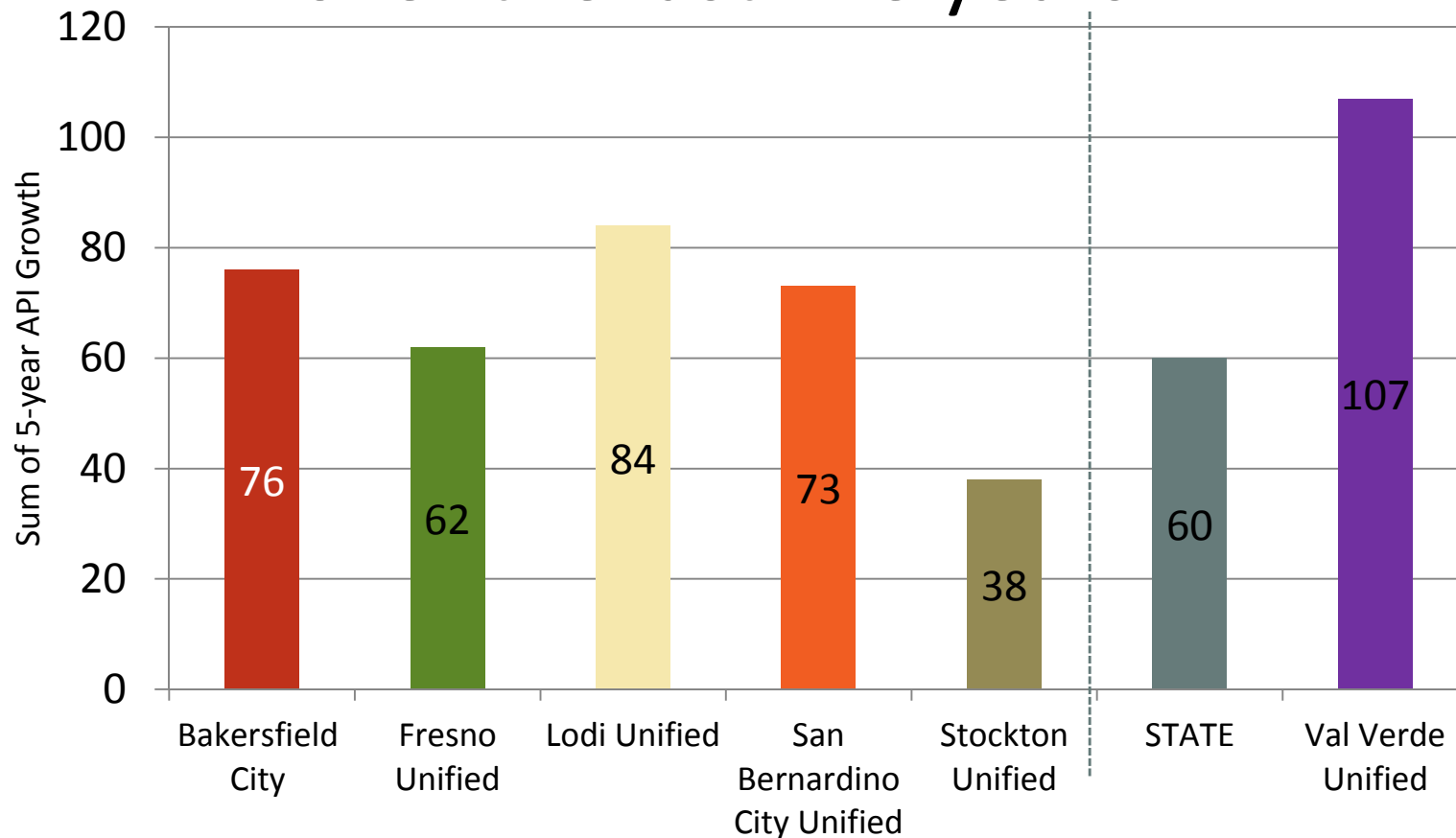


# How much have *English Learner* students' performance levels improved over the last five years?



Source: California Department of Education, 2011.

# How much have *African-American* students' performance levels improved over the last five years?



Source: California Department of Education, 2011.

Note: Coachella Valley Unified, Earlimart Elementary, and Sanger Unified did not have significant subgroups of African-American students from 2006-10.

## Lessons Learned from Two Districts Proving the Possible: *Sanger and Val Verde Unified School Districts*

1. Strong, supportive district-level **leadership** that establishes a **singular focus on excellence** in instruction and **high expectations** for student performance.
2. Culture of **data use** to inform decision-making at district, school, and classroom levels.
3. District leaders direct extra supports, investments, and the very best staff to schools serving **high-need students**.

Source:

To learn more about our  
policy priorities, go to:  
[www.edtrustwest.org](http://www.edtrustwest.org).



The Education Trust-West

**Dr. Arun Ramanathan**  
aramanathan@edtrustwest.org